



How to Produce Civic-Minded Graduates: The State of the Field

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Boyer's Civic Engagement

The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities.

-Boyer (1996)



Boyer's Civic Engagement

What is needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction.

Ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other.



Engagement, Outreach, and Public Service

- Civic Education
- Civic Engagement
- Community engagement
- Community-based Learning
- Community Service
- Engaged Scholarship
- Experiential Learning
- Outreach
- Participatory Action Research
- Partnerships
- Professional Service
- Public Scholar
- Public Service
- Scholarship of Engagement
- Scholarship on Engagement
- Service
- Service Learning
- *Student Engagement*
- Voluntary Service



Faculty and Student Activities In the Community





Community Involvement

- Teaching, research, and service *in* the community
- Occurs in profit, nonprofit, and government sectors
- Has no geographic boundaries

Differentiation of Terms


***Community* Involvement**

- Defined by location
- Occurs in the community

***Civic* Engagement**

- Defined by location and process
- Occurs *in* and *with* the community
- Demonstrates democratic values of participation
- Impact + ***Partnerships***

What skills and knowledge
would a well-prepared
graduate in your field have?





Assoc. of Am. Colleges & Universities

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative and applied learning

Why do we need more than a vocational education? In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it.

- D. Mathews



**What is a civic-minded
graduate in your field?**



What is Good Citizenship?

Battistoni (2002)

- **Civic Professionalism**
- **Social Responsibility**
- **Social Justice**
- **Connected Knowing: Ethic of Care**
- **Public Leadership**
- **Public Intellectual**
- **Engaged/Public Scholarship**



Service Learning and Social Justice

How Can SL, Reflection, Partnerships

- **Multiple perspectives**
- **Examining root causes**
- **Empowering the disenfranchised**
- **System Change**
- **Develop habits of social responsibility and long-term commitment**
- **Empower communities**

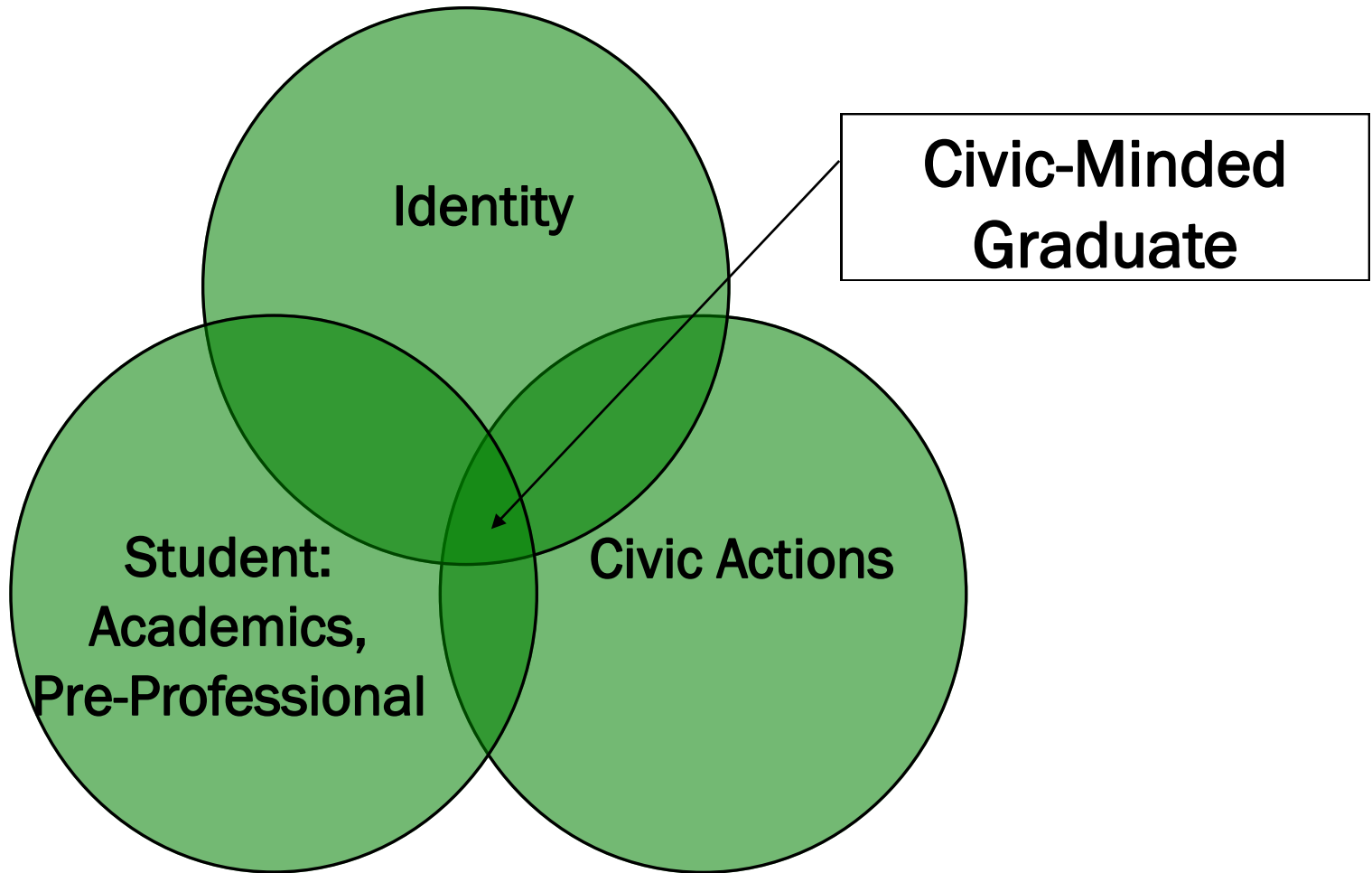


Working Definition of CMG

A civic-minded graduate is one who

- a) is formally educated and**
- b) has the capacity and orientation to work with others**
- c) in a democratic way**
- d) to improve the community**

Civic-Minded Graduate





CSL North Star

Civic-Minded Graduate

- **Personal Integration**
- **Academic Knowledge and Technical Skills**
- **Knowledge of Civil Society (e.g., Volunteer Opportunities, Nonprofit Organizations)**
- **Knowledge of Contemporary Social Issues**
- **Listening and Communication Skills**
- **Diversity Skills**
- **Self-Efficacy**
- **Behavioral Intentions → Civic Behavior**

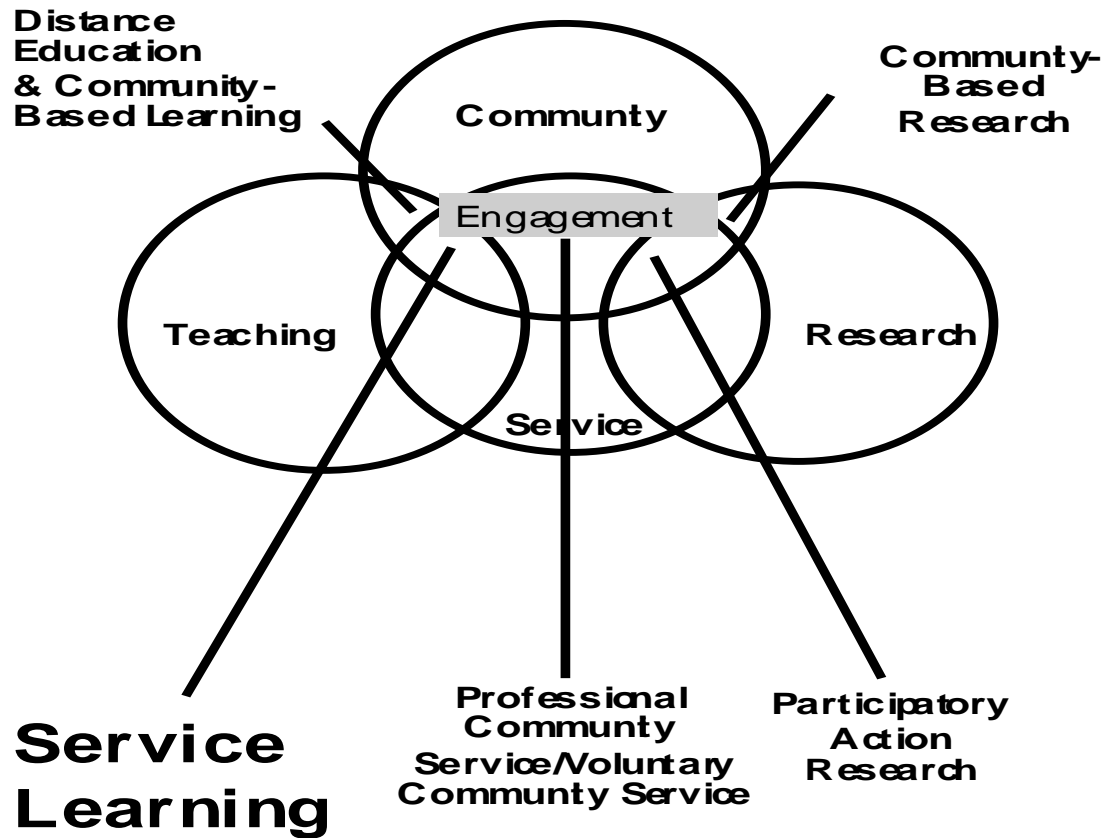


How Do You Develop Civic-Mindedness

- **Classroom instruction on civics**
- **Moderated discussions of current events**
- **Student governance**
- **Co-curricular community activities**
- **Simulations**
- **Have someone else do it**



Faculty and Student Activities In the Community





Community-Based Learning

Not all community-based instruction is service learning

- Field work experiences (e.g., Museum Studies, Anthropology)
- Cooperative Education
- Internship
- Practicum
- **Service Learning**
- Pre-professional field experiences: Clinicals, Student Teaching
- Applied Learning
- Experiential Learning
- Student Engagement



IUPUI's Requirements for Experiential Education

- 1. Content**
- 2. Activity (in the community)**
- 3. Reflection activities**
- 4. Assessment**
- 5. Record**

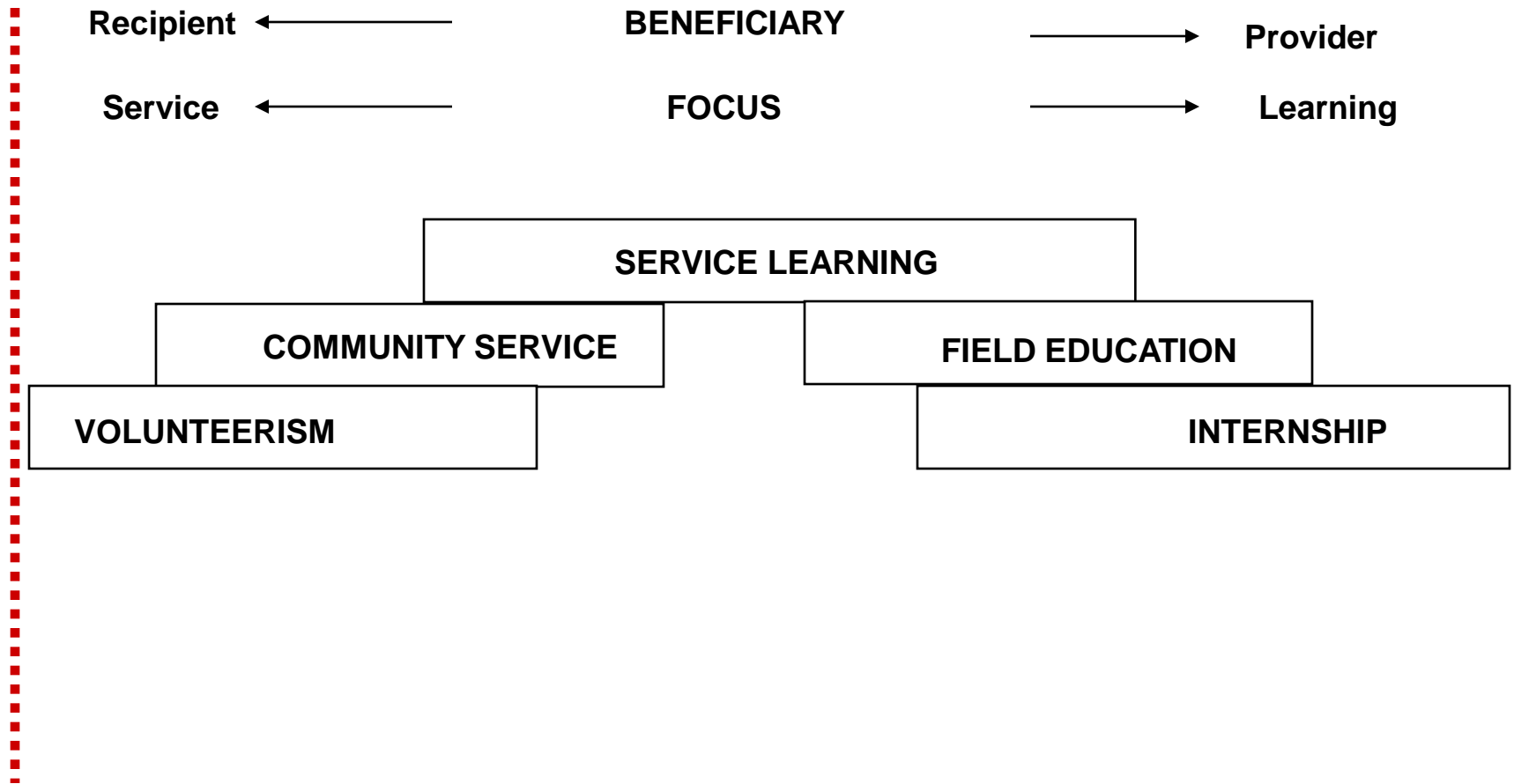
Definition

Service learning is a course-based, credit-bearing educational experience in which students

- a) participate in an organized service activity that meets identified community needs, and**
- b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.**



Distinctions Among Approaches to Service & Experiential Learning



(Furco, 1996)



Key Elements of SL

- **Reflection**
 - “Perplexity” (Dewey, 1933)
 - Activities to structure learning from the service experience
- **Reciprocity**
 - Partnerships
 - Dialogue to structure the service experience
- **Civic Education**
 - Serving to learn
 - Learning to serve



Service Learning Outcomes

- **Academic**

- Learning
- Cognitive processes
- Critical thinking
- Persistence and retention
- Achievement and aspirations
- Integration

- **Life Skills**

- Racial tolerance
- Cultural understanding
- Self-efficacy
- Problem solving
- Career clarification
- Leadership



Service Learning Outcomes

- **Civic and Social Responsibility**
 - Commitment to community
 - Aspirations to volunteer
 - Empathy
 - Philanthropy
 - Civic-minded professional
- **Personal Development**
 - Moral development
 - Self-concept
 - Motives, attitudes, and values
 - Personal development



Who Cares about Civic Outcomes?

- **Practitioners & Colleagues**
- **Funders Agencies**
- **Community Partners & Civic Leaders**
- **Employers**
- **Executive Leadership**



AAC&U's Survey of Employers

Best methods for ensuring that graduates have knowledge/skills:

- **Internship/community-based project where students apply college learning in real-world setting.**

83% “Very Effective” and “Fairly Effective”

- **Senior project incorporating depth of knowledge, problem-solving, writing, and analytic reasoning skills. 79%**
- **Essay tests 60%**
- **Electronic portfolio 56%**
- **Multiple Choice Exams 32%**



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DEAL: A Model For Critical Reflection (Clayton et al.)

1. Describe experience

2. Examine experience, per learning objectives

Personal → Civic → Academic

3. Articulate Learning, in each category and across categories

Clayton et al.



Examining: Civic Learning

- **What was I / someone else trying to accomplish? Why?**
- **In taking the actions, was the focus on symptoms or underlying causes? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future? What trade-offs will be associated with doing so?**
- **What roles did each person play and why? What alternative roles could each have played? Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?**



Examining: Civic Learning

- **In what ways did** differences in **power** and **privilege** emerge in this experience? What are the sources of power and privilege in this situation? Who benefits and is harmed?
- How did **leadership** emerge in this situation, on my / others part?
- What is in the interest of the **common good** in this situation? In what ways is the individual good (mine / others) linked to and/or contrary to the common good? What tradeoffs between them are involved?
- How does this experience help me to better understand my partner **organization's vision, mission, and strategies**? What does it reveal about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?



Articulated Learning (AL)

- **What did I learn?**
- **How did I learn it?**
- **Why does it matter/why is it important?**
- **In what ways will I use this learning/what goals will I set to improve (my learning, my service)**



Rubrics For Assessment

1. Hierarchically-Expressed Learning Objectives

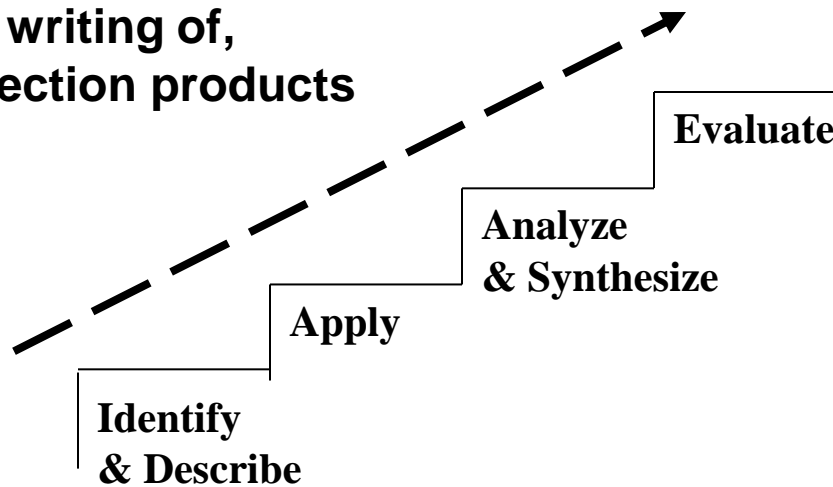
- Organized around Bloom's Taxonomy in each of the categories of learning (academic, civic, personal)
 - **Knowledge and Comprehension** (identify and describe)
 - **Application** (to service specifically; to life more generally)
 - **Analysis and Synthesis** (compare and contrast; causation; integration)
 - **Evaluation** (critique; judgments)

2. Intellectual Standards of Critical Thinking

(adapted from Richard Paul, Foundation for Critical Thinking, www.criticalthinking.org)

- **Clarity** – expands on ideas; defines terms; provides examples
- **Accuracy** – statements presented as fact are accurate or supported with evidence; academic AL accurately describes/applies academic principle
- **Relevance** – statements, reasoning are relevant to the AL category and to the specific learning
- **Depth** – addresses the complexity of the problem; avoids over-simplifying when making connections
- **Breadth** – considers alternative points of view / interpretations related to service experiences
- **Logic** – line of reasoning is logical; conclusions and goals follow clearly from it
- **Significance** – draws conclusions / sets goals representing major issues raised by the experience

These two tools work together to improve the thinking associated with, and the writing of, reflection products



Accuracy
Clarity
Relevance
Depth
Breadth
Logic
Significance



Assessment

Clayton:

**Rubrics for civic growth based on
Bloom's taxonomy**



AAC&U Civic Engagement Rubric

- **Diversity of communities and cultures**
- **Analysis of knowledge**
- **Civic identity and commitment**
- **Civic communication**
- **Civic action and reflection**
- **Civic contexts/structures**



CMG Scale (30 items): self-report

- My educational experience at XXX has given me the professional knowledge and skills that I need to help address community issues.
- My experiences at XXX have helped me develop my ability to respond to others with empathy, regardless of their backgrounds.
- My education at XXX has increased my confidence that I can contribute to improving life in my community.
- My education at XXX has made me aware of a number of community issues that need to be addressed.



CMG Narrative

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.



CMG Interview

- **Types of community activities**
- **What motivated them**
- **How they valued their college education as preparation for active citizenship**
- **A community problem: tornado**